

Welcome

Annual Spring Meeting

Lessons Learned: One School's Story



Diane Bahrenburg & Bill Rich

Colchester High School's Journey with Differentiated Instruction



NSRE Results:

Students Who Met/Exceeded ELA Standards

Content Area	1999	2006
Reading Understanding	53%	61%
Reading Analysis/Interpret.	51%	66%
Writing Effectiveness	58%	75%
Writing Conventions	82%	84%

Students Who Met/Exceeded VT Standards on Math NSRE

Content Area	1999	2006
Math Skills	33%	72%
Math Concepts	44%	56%
Math Problem Solving	25%	52%

Advanced Placement

Year	AP Sections
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1999-2002	6
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2003-2004	8
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2004-2005	13
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2005-2006	14
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2006-2007	13
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Disciplinary Interventions

Incidents	1998-99 (723 students)	2004-05 (839 students)
Detentions	203	123
Sat. School	85	70
Suspension	186	89
Expulsions	6	2

Dropout Rate

• 1999	6.9%
• 2000	2.9%
• 2001	1.5%
• 2002	1.34%
• 2003	1.06%
• 2004	0.93
• 2005	0.81

How did we do it?

By doing...

fewer things...

better...

together.

Wisdom from Michael Fullan

The main problem with educational systems and corresponding innovation is that they are intrinsically, endemically, inevitably *overloaded* and *fragmented*. Therefore, the main solutions have to be ones that contribute to “coherence making” and “connectedness.”

The purpose of staff development is not just to implement isolated instructional innovations; its central purpose is to build strong collaborative work cultures that will develop the long-term capacity for change.

—Michael Fullan

Structural and Cultural Milestones

Leadership Team

Team Leaders

Teacher Liaison

Faculty Meetings

Collaborative Work Groups

Galleries

Essential Expectations (NEASC)

Humanities Department

Essential Writings

Reading Strategies Manual

CHS Style Manual

Writers' Workshop

In-Services that Model Best Practices

Teacher Advisories

Structural and Cultural Milestones

Saturday Seminars

Consultants

Student Surveys

Release Time

School-wide Assemblies

Summer Institutes (U.V.A., CHS)

Conferences and Other PD Opportunities

Common Curriculum & Expectations

Peer Observations

Stipends for Point People

Shared Drive

Differentiated Supervision and Evaluation

Resist “What” and “How”
Until You’ve Decided...

Why?

“That students differ may be inconvenient, but it's inescapable. Adaptation to that diversity is the inevitable price of productivity, high standards, and fairness to students.”

—Ted Sizer

“That teachers differ may be inconvenient, but it's inescapable. Adaptation to that diversity is the inevitable price of productivity, high standards, and fairness to teachers.”

Final Word

Behaviour that's admired
is the path to power among people
everywhere.

—Seamus Heaney's *Beowulf*